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ABSTRACT

This "special report" is an alert for academic presidents interested in research findings on "Leadership Types". It is subtitled: "An Alert to the Potential for Enhancing Leadership Effectiveness by Personalizing the Administrative/Learning Climate." The paper describes the development of a teacher education program to equip teachers with clinical techniques and instruments to enable them to be more sensitive to their students. The program, operating out of Texas Tech University, is called "Personalizing the Learning Climate." The program uses the Myers-Briggs Type Indicator as a self-concept instrument, based on C. G. Jung's theory that there are two ways of perceiving and two ways of judging, accompanied by a preference for introversion or extraversion. Results of a study of 426 high-level college and university administrators, of which 34 were presidents, are summarized. The study found that 82% of the presidents were "Intuitive" types, whereas in the general population only about 25% are "Intuitive" types. The paper suggests that higher education administrators, the majority of whom already prefer to function in an intuitive right-brain style, begin to trust their intuition, and intuition must no longer be that elusive quality in higher education administration. An overview of the paper by William O'Connor, is appended, providing biographical information on Roberts, describing Roberts' research, and noting its applications in administration and teaching. (JDD)

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THE ELUSIVE QUALITY IN HIGHER EDUCATION ADMINISTRATION

by

Dayton Young Roberts

ED339263

TREND: THE STUDY OF SELF IN TEACHER EDUCATION PROGRAMS

In recent years we have witnessed a resurging emphasis on the study of Self as a concern of American education — a concern that had almost disappeared in the wake of the behavioristic tide generated by Watson and his followers in the 1920s.

Currently, numerous theorists and practitioners contend that self-concept activities are vital ingredients in the educative process (and the administrative process). Maslow, Rogers, Combs, and Purkey, among others, have related well the dynamics of self to motivation and behavior. Combs suggested that teacher preparation be based on a perceptual, self-concept approach, and at the University of Florida in 1969 he spearheaded an experimental program emphasizing the development of sensitivity, empathy, and capacity for effective interaction in teacher trainees.

The scarcity of such efforts, however, led Purkey to observe that "... little has been done to equip teachers...with simple clinical techniques and instruments which would enable them to be more sensitive to their students." What little has been done consists almost exclusively of pre-service preparatory programs for teachers at the elementary and secondary levels.

CONCEPT OF PERSONALIZING THE LEARNING CLIMATE

A distinct departure, then, perhaps the first of its kind in pre-service and in-service preparatory programs for teachers at the junior and senior college level, was the "Humanistic Approach to Learning" model and program, introduced and implemented at the University of Florida in 1971 and continuing since 1973 out of Texas Tech University under the title "Personalizing the Learning Climate."

Since 1971, more than 9,000 pre-service college teachers and administrators have participated in the seminars and workshops of the program. The participants have been introduced to current self-concept theories, have experienced clinical techniques, and have responded to instruments designed to increase their sensitivity and awareness of themselves — thus putting them in a better position to help build positive and realistic self-concepts in their students.

The instruments administered to these participants are, for the most part, forced-rank-order instruments dealing with participants' attitudes toward personal values and with key questions related to their roles as college teachers and administrators. An analysis of the rank-order a teacher assigns to the various structured responses offered in a list of terms or statements provides insight into specific attitudes and values of the teacher; the instruments are similarly revealing when directed at and administered to students.

The following rank-order instrument is administered first since it serves to demonstrate the validity of the study of personality types to the participants. This is essential for the success of the program.

Reference, Figure 1, page 4.

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Figure 1

AS A FACULTY MEMBER, WHAT DO YOU THINK STUDENTS LOOK FOR WHEN THEY ENTER CLASS FOR THE FIRST TIME:

__ *Friends in the class*	__ *Specific learning objectives*
__ *Number of assignments*	__ *Faculty member's grading system*
__ *Faculty member's personality*	__ *Course reading requirements*
__ *Types of tests given*	

ADOPTION OF THE MYERS-BRIGGS TYPE INDICATOR (MBTI) AS A SELF-CONCEPT INSTRUMENT

As reported by Park in his 1971 ERIC study and by Roberts in four more recent studies, college faculty and college students at all levels most frequently rank "Faculty member's personality" number one. This revelation accompanied by a renewed interest in the psychological theories of C. G. Jung led to the use of the Myers-Briggs Type Indicator as the principal and most sophisticated self-concept instrument used in the Personalized Learning Program.

The Myers-Briggs Type Indicator (MBTI) is a self-administered 166-item self-validating instrument first published in 1962 by the Educational Testing Service. The MBTI and the supporting research stemming from its development expanded and clarified Jung's theory that seemingly chance variation in human behavior is in fact not due to chance; it is the logical result of observable and measurable difference in mental functioning.

PERCEPTION AND JUDGMENT INFLUENCE OVERT BEHAVIOR

These basic differences concern the way people use their perceiving processes to become aware of people, things, occurrences, or ideas and the way they use their judging processes to come to conclusions about what has been perceived. Since the two together — PERCEPTION and JUDGMENT — are critical to a person's mental activity, they determine, to a great extent, that person's overt behavior.

Jung's theory states further that there are two ways of perceiving — by SENSING and by INTUITION — and two ways of judging — by THINKING and by FEELING. In addition to whichever of these processes an individual prefers, there will be an accompanying preference for INTROVERSION or EXTRAVERSION. Thus, the MBTI defines the following pairs of preferences from which 16 different combinations of personality type may be derived:

EXTRAVERSION (E) — INTROVERSION (I): THE DIRECTION OF INTEREST

Does the subject's interest flow mainly to the outer world of actions, objects and persons (E), or to the inner world of concepts and ideas (I)?

SENSING (S) — INTUITION (N): HOW SITUATIONS ARE PERCEIVED AND EXPERIENCED

Does the subject attach more importance to the immediate realities of direct experience (S), or to the inferred meanings, relationships, and possibilities of experience (N)?

THINKING (T) — FEELING (F): JUDGMENT PREFERENCES

In making judgments, does the subject rely more on logical order and cause and effect (T), or on priorities based on personal importance and values (F)?

JUDGING (J) — PERCEPTION (P): LIFE STYLE

Does the subject prefer to live in the judging attitude, systematically planning, ordering, and organizing his world, deciding what needs to be done and attempting to control events (J), or in the perceptive attitude, spontaneously, curiously, awaiting events and adapting to them (P)?

The preferences in type processes result in the 16 combinations of personality type that appear in the following table.

MBTI TYPE TABLE

	SENSING		INTUITIVE		
	THINKING	FEELING	FEELING	THINKING	
JUDGING	ISTJ	ISFJ	INFJ	INTJ	INTROVERSION
PERCEPTIVE	ISTP	ISFP	INFP	INTP	
PERCEPTIVE	ESTP	ESFP	ENFP	ENTP	EXTRAVERSION
JUDGING	ESTJ	ESFJ	ENFJ	ENTJ	

THE STUDY OF 426 ADMINISTRATORS INCLUDED 34 COLLEGE PRESIDENTS

For more than 9,000 college faculty and administrators at all levels who have been typed with the MBTI in the Personalized Learning Program workshops, the typologies of 426 high level college and university administrators, including 34 presidents, have been identified from MBTI computer printouts.

The 34 presidents (Type Table A, page 6), all of whom were typed while in office, represented every level and type of higher education institution with one exception: no large, private university was represented nor were there any female presidents in the sample.

The other 392 top level administrators (Type Table B, page 6) — 29 (7.5%) of whom were female, represented every level and type of accredited institution in American higher education with 179 (45.6%) coming from community-junior colleges. All of them held positions at or above the assistant/associate dean or vice presidential level with certain directors and associated directors (e.g., campus directors and continuing education directors) included in these categories.

The 34 presidents, all of whom had Ph.D or Ed.D degrees, were distributed among 11 of the 16 cells in the MBTI Type (Table A) with eight (23.5%) of them concentrated in one cell ENTJ (EXTRAVERTED-INTUITIVE, THINKING-JUDGING).

82.4% OF THE PRESIDENTS WERE (N) INTUITIVE (CREATIVE) TYPES

Note: *All four EN (EXTRAVERTED-INTUITIVE) cells accounted for 19 (55.9%) of the 34 presidents. This represents a significantly higher concentration of presidential types in these EN cells than is found in the general population. The most significant finding, however, was that 26 (82.4%) of the 34 presidents were INTUITIVE (N) types whereas in the general "open door" population only about 25% are INTUITIVE (N) types — while the other 75% are SENSING (S) types.*

The second most significant finding relating to the 34 presidents was that 24 (70.6%) of them were Thinking (T) types and 24, but not all of the same 24, were JUDGING (J) types. Seventeen (50.0%) of the 34 presidents,

PRESIDENTS

COMMUNITY COLLEGES, COLLEGES, AND UNIVERSITIES

N=34

SENSING TYPES with THINKING	SENSING TYPES with FEELING	INTUITIVE TYPES with FEELING	INTUITIVE TYPES with THINKING		
ISTJ N= 2 %= 5.8	ISFJ N= 0 %= 0	INFJ N= 2 %= 5.8	INTJ N= 4 %=11.8	JUDGING	INTROVERTS
ISTP N= 0 %= 0	ISFP N= 0 %= 0	INFP N= 1 %= 2.9	INTP N= 2 %= 5.8	PERCEPTIVE	
ESTP N= 0 %= 0	ESFP N= 0 %= 0	ENFP N= 2 %= 5.8	ENTP N= 5 %=14.5	PERCEPTIVE	EXTRAVERTS
ESTJ N= 3 %= 8.7	ESFJ N= 1 %= 2.9	ENFJ N= 4 %=11.8	ENTJ N= 8 %=23.5	JUDGING	

	N	%
E	23	67.6
I	11	32.4
S	6	17.6
N	28	82.4
T	24	70.6
F	10	29.3
J	24	70.6
P	10	29.3
IJ		
IP		
EP		
EJ		
ST		
SF		
NF		
NT		
SJ		
SP		
NP		
NJ		
TJ	17	50.0
TP	7	20.6
FP	3	8.8
FJ	7	20.6
IN	9	26.5
EN	19	55.9
IS	2	5.8
ES	4	11.7

ADMINISTRATORS

(OTHER THAN PRESIDENTS)

COMMUNITY COLLEGES, COLLEGES, AND UNIVERSITIES

N=392

SENSING TYPES with THINKING	SENSING TYPES with FEELING	INTUITIVE TYPES with FEELING	INTUITIVE TYPES with THINKING		
ISTJ N= 41 %= 10.4	ISFJ N= 10 %= 2.5	INFJ N= 16 %= 4.1	INTJ N= 48 %= 12.2	JUDGING	INTROVERTS
ISTP N= 6 %= 1.5	ISFP N= 8 %= 2.1	INFP N= 16 %= 4.1	INTP N= 19 %= 4.8	PERCEPTIVE	
ESTP N= 9 %= 2.2	ESFP N= 4 %= 1.1	ENFP N= 19 %= 4.8	ENTP N= 20 %= 5.1	PERCEPTIVE	EXTRAVERTS
ESTJ N= 46 %= 11.7	ESFJ N= 31 %= 7.9	ENFJ N= 37 %= 9.5	ENTJ N= 62 %= 15.8	JUDGING	

	N	%
E	228	58.2
I	164	41.8
S	155	39.5
N	237	60.5
T	251	64.0
F	141	36.0
J	291	74.2
P	101	25.8
IJ		
IP		
EP		
EJ		
ST		
SF		
NF		
NT		
SJ		
SP		
NP		
NJ		
TJ	197	50.2
TP	54	13.7
FP	47	12.0
FJ	94	24.0
IN	99	25.2
EN	138	35.2
IS	65	16.6
ES	90	22.9

however, were both THINKING(T) and JUDGING (J) types.

INTUITIVE-THINKING-JUDGING (NTH) TYPES FREQUENTLY BECOME PRESIDENTS

Note: *From this distribution of psychological types of 34 college and university presidents it may be reasonably inferred that INTUITIVE-THINKING-JUDGING (NTJ) types self select themselves into contention for presidential positions and more frequently attain the presidency than do college administrators possessing other combinations of Jungian psychological traits.*

The other 392 high-level administrators represented in this study were distributed among all 16 cells of the Type Table (Table B). As might be expected, the distribution on the Type Table of these college administrators was quite similar to the distribution of the 34 presidents. In the five cells with no presidents there were fewer (47) of the 392 administrators than in the rest of the 11 type cells.

Note: *The Type cells with the greatest number of presidents were also the type cells with the greatest numbers of the other administrators — ENTJ, ENFJ, ENTP, INTP .*

Note: *One significant difference becomes apparent, however. The 237 (N) INTUITIVE types (60.5%) among the 392 administrators is quite similar to the percentage that would be expected in any like number of college and university educators who possess a variety of graduate academic degrees.*

The percentage of INTUITIVES (N) types (82.4%) among the presidents, on the other hand, is significantly (22%) higher than might be expected unless we acknowledge that a clear pattern appears to exist; just as the higher up the academic ladder we go, the greater the percentage of INTUITIVE (N) types — the higher up the academic administration ladder, the greater the percentage of INTUITIVE (N) types.

A PARADOX:

PRESIDENTIAL TRAINING EMPHASIZES LEFT-BRAIN SENSING(S) —

PRESIDENTS TEND TO BE THE OPPOSITE, RIGHT-BRAIN INTUITIVE (N)

On first thought this revelation concerning INTUITION (N) and college administrators may appear somewhat paradoxical because most of us who trained at some point in our careers to be college and university administrators were trained in a logical, analytical, and "left brain" style. In other words, in a SENSING (S) style rather than a "right brain" INTUITIVE (N) style.

After being selected from the relatively small pool of INTUITIVE (N) types in the general population (25%), we were carefully trained to be deductive, to rely on facts to make decisions, to prefer hierarchical authority and management situations that are structured and carefully planned. We were trained to rely on a left-brain, SENSING (S) style rather than our natural right-brain INTUITIVE (N) style.

Note: *As right-brain INTUITIVE (N) types, our natural preference was to be inductive, to rely on feelings in decision making, to prefer collegial and participatory authority structures, to prefer unstructured, fluid*

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and spontaneous management situations, to solve problems by looking at the whole, then approaching them through patterns using hunches. Yet, there was always a tacit implication we should not trust our right-brained INTUITION (CREATIVITY).

UGGESTION:

I am suggesting that higher education administrators (especially presidents), the majority of whom already prefer to function in an INTUITIVE (N) right-brain style, begin to trust their INTUITION, to believe in it, to practice using it and to create a supportive environment in which intuitive skills are valued (and rewarded). INTUITION MUST NO LONGER BE THAT ELUSIVE QUALITY IN HIGHER EDUCATION ADMINISTRATION.

IDEA ABSTRACT/INDEX

AN ALERT TO THE POTENTIAL FOR ENHANCING LEADERSHIP EFFECTIVENESS BY PERSONALIZING THE ADMINISTRATIVE/LEARNING CLIMATE

"THE ELUSIVE QUALITY IN HIGHER EDUCATION — INTUITION (INNOVATION)"

A Special Report by Dr. Dayton Young Roberts

. OVERVIEW, page 1.

. Dr. Robert's Special Report, "The Elusive Quality in Higher Education — Intuition (Innovation)." Page 3.

CONCEPT, Pages 1-5.

Dr. Roberts makes a case for "Personalizing the Administrative and Learning Climate." The basic concept is one of helping individuals to better understand themselves (self- concept) and those whom they administer to and/or teach, thus placing them in a better position to help build positive and realistic self-concepts in their staff and students.

The principal self-concept instrument used in the process is the Myers-Briggs Type Indicator (MBTI), a self-administered 166-item self-validating instrument based on the psychological theories of C. G. Jung, and first published in 1962 by the Educational Testing Service. The MBTI expands and clarifies Jung's theory that seemingly chance variation in human behavior is not due to chance but is the logical result of observable and measurable difference in mental functioning. These basic differences concern the way people use their PERCEIVING PROCESS to become aware of people, things, occurrences, or ideas, and the way they use their JUDGING process to come to conclusions about what they perceived. Since PERCEPTION and JUDGMENT are critical to a person's mental activity they determine to a great extent, that person's overt behavior. Jung's theory further states that there are two ways of PERCEIVING — by SENSING and INTUITION — and two ways of JUDGING — by THINKING and by FEELING. In addition to whichever of these processes an individual prefers, there will be an accompanying preference for INTROVERSION or EXTRAVERSION. Thus, the MBTI defines the four pairs of preferences from which 16 different combinations of personality type may be derived.

RESEARCH FINDINGS ON COLLEGE AND UNIVERSITY PRESIDENTS (PREFERRED TYPE), pages 5-8.

In studies of 9,000 participants, including 426 high-level administrators of which 34 were presidents, the most significant finding was that 26 presidents (82.4%) of the 34 presidents were INTUITIVE (N) types (creative, see possibilities), whereas in the general population only about 25% are INTUITIVE (N) types.

Dr. Roberts suggests that higher education administrators, the majority of whom already prefer to function in an INTUITIVE (N) right-brain style, begin to trust their INTUITION, and INTUITION must no longer be that elusive quality in higher education administration.

Further studies of presidents of non-profit institutions are continuing. Other studies under consideration will test the relationships of various psychological types among volunteers and donors to non-profit institutions. In other words, are there psychological types who tend to volunteer, and for what? Can donors to non-profit institutions, especially those who make the larger gifts, be identified by type? As these studies are completed they will be reported in the President's Idea-Journal.

PRESIDENT'S
CONFIDENTIAL REPORT FOR THE PRESIDENT
IDEAJOURNAL

VOLUME XXI NUMBER 4 MARCH/APRIL 1987

MEMO TO: THE PRESIDENT

FROM: William J. O'Connor, Chairman

RE: AN ALERT TO THE POTENTIAL FOR ENHANCING LEADERSHIP EFFECTIVENESS BY PERSONALIZING THE ADMINISTRATIVE/LEARNING CLIMATE

"The Elusive Quality in Higher Education—Intuition—Innovation."

A Special Report prepared by Dr. Dayton Young Roberts

This Special Report on PERSONALIZING THE ADMINISTRATIVE/LEARNING CLIMATE is an alert for presidents who are interested in research findings in "Leadership Types." The acknowledged leader in this field is Dr. Dayton Roberts at Texas Tech University. His research is especially meaningful for presidents and key administrators who are working with the continuing challenge of selecting the right persons for the right positions and encouraging peak performance. For example, he notes the discrepancy that frequently occurs in human institutions between stated institutional goals that require the maximum use of creative, individual differences to attain — and actual policies, procedures and practices that make the goals difficult to reach.

Dr. Roberts suggests alternatives for the president, key administrators, faculty and staff, that involve the use of PSYCHOLOGICAL TYPES as a pragmatic approach to fostering constructive uses of individual difference to enhance individual and institutional performance. His research in this area involves the use of the Myers-Briggs Type Indicator (MBTI), a measure of Jungian psychological types. The research findings for a sampling of college and university presidents are reported on pages 5-8.

DEFINITION

The Myers-Briggs Type Indicator (MBTI) is a self-administered 166-item self-validating instrument first published in 1962 by the Educational Testing Service. The MBTI characterizes 16 combinations of psychological traits of people who differ in their style of gathering information and making decisions, and in their orientation to the world around them. It measures traits so basic that they are vital elements in the individual's profession, marriage, and lifestyles — and now, it is becoming clear, in even our physical health. For example, some of Dr. Robert's most promising research in progress is being carried out on heart and cancer patients.

APPLICATION

In Dr. Robert's report, which begins on page 3, he presents an abstract of his research findings on the applications of the MBTI in administration and teaching. It is his premise, based on research findings from studying some 9,000 presidents, key administrators, faculty members, and counselors, that the MBTI has potential as a pragmatic and potent tool in fostering constructive uses of individual differences. It is helping presidents and other administrators to gain greater insight into the reasons why individuals prefer to function differently from one another and how these differences relate to superior performance when they can function in an institutional environment that matches abilities and preferences with position requirements and goals.

THE AUTHOR: Dr. Dayton Young Roberts is a noted researcher and lecturer in the area of psychological type and its practical applications in real world settings. He has published over fifty articles and has made over two hundred presentations nationwide, in the Caribbean, Central and South America, sharing his insights and perspectives on psychological traits and administrative and teaching-learning styles. Serving higher education in a variety of distinguished academic leadership positions, he is currently Professor and Chair/Coordinator for Higher Education, College of Education, Texas Tech University. He earned his B.A., M.A. and Ph.D degrees from Florida State University. He has also studied at Tulane, Michigan State, and Harvard Universities.

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